



Participant Notebook

Week 3:

You as a Leader

PURPOSE OF THIS NOTEBOOK

This notebook is for you to use while reviewing the key concepts in the online modules, take notes, and complete the reflective activities. Note you will be submitting a copy of the *Advocacy Work Plan* (separate document) to your Online Facilitator at the end of the week to get their feedback; you do not need to submit this document to them.

WEEK 3's PURPOSE

The purpose of this week is to focus on your own leadership skills, and how (as noted in "Public Perceptions") advocating on behalf of the library starts with the library leadership.

WEEK 3's GOALS

- 1** Discuss the key impact of leadership in relationship to communication and advocacy
- 2** Review key concepts in managing an advocacy plan as well as the importance of team communication in meeting advocacy goals

WEEK 3's WEB-BASED MODULES

- 1** "It's All About You"
- 2** "Follow Me"

NOTE: It's suggested you go through the modules in the above order.

PART I: What's Your Personal Style? (in "It's All About You")



Personal Style Assessment – What Are You?

Write or type your notes here



How to Present Yourself When Speaking About the Library

Write or type your notes here



Personal Style: Presentation Preparation

Write or type your notes here

OVERALL: Why does it matter what we wear?

PART II: Understanding Your Influence

Remember in “Public Perceptions” the research that supports that, when the public perceives the librarian as “passionate” about their library they are more likely to give their support. You must believe that YOU wield a lot more influence within your community than you think.

Passionate and confidence can be seen. Select the correct suggestions for Sue, Juan and Abby as reflected in the online exercise:

Verbal & Non-Verbal Communication: Sue Jones



- ☐ Sue should focus on making eye contact. It would help her connect with the audience and make them feel like she cares about her information.
- ☐ She shouldn't mention funding right away. Doing so might make Sue's audience think she's only interested in taking their money.
- ☐ Sue should stand up straight with her shoulders back and her head up. This lets the audience know that she's confident about her information.
- ☐ Sue's message is strong, but she should speak up to make sure her audience can hear her.

Verbal & Non-Verbal Communication: Juan Reyes



- ☐ Juan should vary the tone of his voice more. It could help to engage his audience.
- ☐ Juan should use a few natural gestures; it could help emphasize his points better.
- ☐ While Juan's talking points are great, he might want to slow down his speech a bit.
- ☐ It's important to look relaxed and have appropriate facial expressions at the same time. Juan should try smiling instead of looking too serious.

Verbal & Non-Verbal Communication: Abby Jacobs



- ☐ The anecdote about her son works well here. She might want to go into further detail or start with the story first.
- ☐ Abby's voice is too upbeat. She should try toning it down so as not to overwhelm her audience.
- ☐ Abby should avoid mumbling through her words. She should emphasize them clearly instead.
- ☐ Abby should emphasize the benefits the library brings to the community and why it is worth the funds requested and not play down the importance of her cause.

REFLECT: What aspects of Sue, Juan, and Abby are just like you?

Your Community Influence

Use your influence to garner support for your library and reach your advocacy goals.



Access to Information

Access to Information

Write or type your notes here



Expertise and Skills

Expertise & Skills

Write or type your notes here



A Natural Leader

A Natural Leader

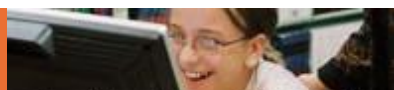
Write or type your notes here



Faith-Oriented Communities

Faith-Oriented Communities

Write or type your notes here



Leading Through Parenting

Leading Through Parenting

Write or type your notes here



Become a Community Leader

Becoming a Community Leader

Write or type your notes here

PART III: What Makes an Effective Presentation?

Watch the videos online of Mrs. Smith and her encounter with the Mayor. Note what works and what didn't work for her in these encounters:



Presentation #1: Parking Lot Encounter

Write or type your notes here:

In the encounter, Mrs. Smith ...

- ☐ ... was not considerate of the mayor's time
- ☐ ... was polite during the conversation
- ☐ ... exhibited relaxed body language
- ☐ ... made eye contact with the mayor
- ☐ ... used an unfriendly tone of voice

What advice should you give to Mrs. Smith? She should ...

- ☐ ... be considerate of the mayor's time
- ☐ ... convey her message with a quick personal story
- ☐ ... use a friendly tone of voice
- ☐ ... exhibit relaxed body language
- ☐ ... dress more formally

What did Mrs. Smith do differently in the "Improved Parking Lot Encounter"?



Presentation #2: The Rotary Club

Write or type your notes here

In the presentation, the Librarian ...

- ☐ ... was dressed in a businesslike style
- ☐ ... did a great job of incorporating library-specific terminology and language into her presentation
- ☐ ... greeted the audience warmly
- ☐ ... made eye contact with the audience
- ☐ ... used an unfriendly tone of voice
- ☐ ... had a focused, concise message

What advice should you give to the Librarian? She should ...

- ☐ ... use an anecdote to personalize her message
- ☐ ... dress more formally
- ☐ ... use more statistics
- ☐ ... make her message relevant to the audience
- ☐ ... use a more serious tone of voice
- ☐ ... thank the audience for their time and reinforce the audience's support for the library

What did the Librarian do differently in the "Improved Rotary Club Presentation"?

PART IV: Your Presentation Style

After going through the Strengths and Areas to Improve exercise online, identify your list:

	STRENGTH	AREA TO IMPROVE
<i>I speak using words and terms that everyone can understand</i>		
<i>I provide personal stories and examples to help people relate</i>		
<i>I speak from the heart</i>		
<i>I am confident and comfortable speaking in front of groups</i>		
<i>I open presentations with something to grab the audience's attention</i>		
<i>I state my goal up front and give the audience a quick overview</i>		
<i>I explain why I am discussing this topic with the person or group</i>		
<i>I stay on-task and do not get distracted by questions or tangents</i>		
<i>I use logical flow when presenting</i>		
<i>When making a transition, I tell the audience where I am going</i>		
<i>I end my presentations on a high note</i>		
<i>I explicitly tell the audience what I want them to do with the information</i>		

PART V: Natural Leader (in “Follow Me”)

While this module is “focused” around the librarian, it’s really applicable to anyone working on an advocacy team.



Communication and Organization

Write or type your notes here



Taking Charge While Considering Others

Write or type your notes here



Passion for Your Library

Write or type your notes here



Project Management Skills

Write or type your notes here

What is a Leader?



QUESTION #1: Who is the most effective leader in your community?

Write or type your notes here

Why is this person an effective leader?

What does the leader do?

What skills does this person have?

QUESTION #2: Who is the most effective library leader you know?

Write or type your notes here

Why is this person an effective library leader?

What skills does this person have?

How does the library leader interact with others?

You Are a Natural Leader



What makes you an effective library leader?

Write or type your notes here

What skills did you demonstrate as a leader?

Write or type your notes here

What results have you received from being an effective leader?

Write or type your notes here

PART VI: What is Project Leadership?

After working through the online module's exercise, match the correct elements of the summer reading program plan (*right*) to a general management skills project (*left*).

PROJECT MANAGEMENT ELEMENT	SUMMER READING PROGRAM
Identify your project goals	Teaches reading skills to kids in an enjoyable way.
Define your success criteria	\$2,000 for books, \$400 for printing, \$500 for prizes, and \$200 for the final party
Identify project team members	Children read throughout the summer and build reading skills
Identify potential supported	Parents and care givers of children ages 5-12 and children ages 5-12
Define target audience(s) for your project	Make posters, bookmarks, and regards; publicize program through school visits
Create a budget	Children's service staff and other library staff
Identify activities to accomplish the project goals	Parents, teachers, school library media center staff, local business & local churches
Identify why people should support the program	Have at least 500 kids register for summer reading program

PART VII: Pick Your Project Team

In the exercise in the online module you were to pick your project team; with success based upon the following five important qualities necessary for any successful advocacy team:



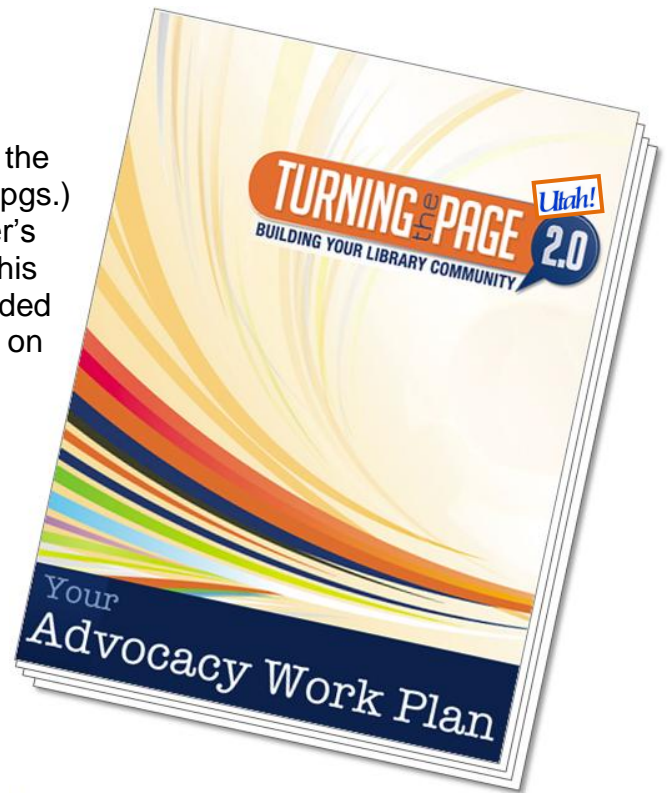
Keep these five areas in mind as you assemble your own project team and implement your Advocacy Work Plan.

PART VIII: Work Plan

Who Makes Up Your Project Team?



By now you should have downloaded the **Advocacy Work Plan** (MS Word, 20 pgs.) from the *Turning the Page 2.0* Learner's Portal. Please complete section 6 at this time. If you have not already downloaded this document, click [here](#). Then move on to Part IX, below.



PART IX: Lead Your Project Team

Here's a recap of the Case Study presented in the online module:

The Valley Town Pubic Library is eligible to receive three computers as part of a grant from a community foundation. Anna, the library director, completed the Turning the Page: Building Library Community program online with Steve, the chairman of her board. She and Steve made good progress developing their Advocacy Work Plan online, and they were enthusiastic about implementing their advocacy plan.

Anna and Steve decided that Gretchen, the adult services librarian, and Andrew, the staff member who managed the library's technology, should be asked to be part of the project team.

Anna and Steve met with Gretchen and Andrew to describe what they had learned during the conference and share their draft advocacy plan.

Gretchen and Andrew weren't always sure what Anna and Steve were talking about during the meetings of the project team. Anna and Steve had developed what anecdotes and statistics they would use and expected Gretchen and Andrew to use those same messages when talking about the grant. Anna and Steve talked about "target audiences" and "messaging" and "the Ask" and Gretchen and Andrew got tired of requesting explanations. Anna and Steve started meeting without Gretchen and Andrew, because they thought they could get more done if they didn't have to explain everything.

The advocacy plan that Anna and Steve developed called for library staff to make presentations at all of the service clubs and PTA groups in town. They expected Gretchen and Andrew to make those presentations. Anna scheduled the presentations. A few days before Gretchen was supposed to speak to the Rotary and the PTA, Anna checked with Gretchen to be sure she was ready. Anna was shocked to discover that not only was Gretchen not prepared, she said that while she remembered hearing something about community presentations, no one had told her that she would be the person making them.

QUESTION 1: What went wrong in this situation?

Write or type your notes here

QUESTION 2: What should Anna have done differently to prepare Gretchen for her presentations with the Rotary Club and the PTA?

Write or type your notes here

QUESTION 3: What was wrong with Anna and Steve holding advocacy-related meetings without Gretchen and Andrew?

Write or type your notes here

QUESTION 4: What could have Anna and Steve done differently in order to prevent the breakdown of communication?

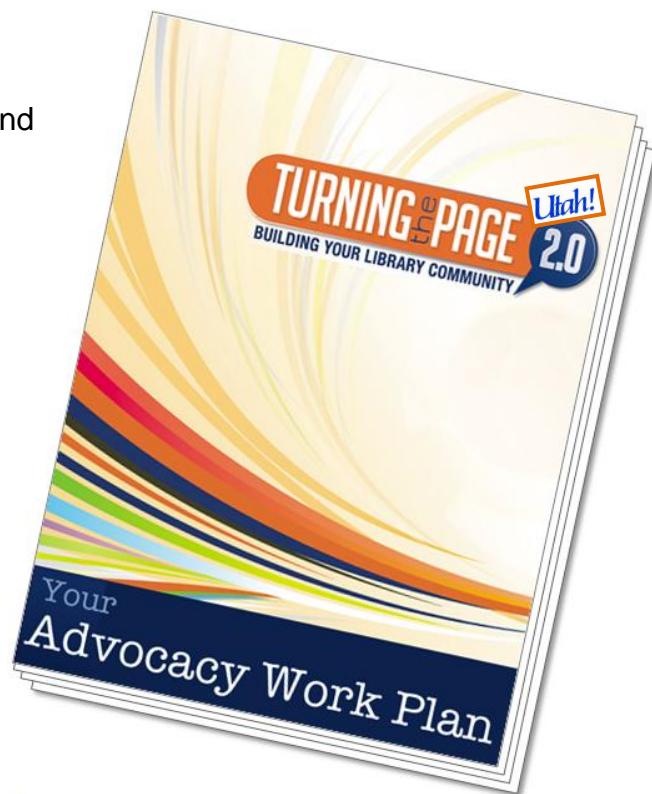
Write or type your notes here

PART X: Work Plan

How Will You Keep Everyone on Your Project Team Informed and On Track?



Please complete section 7 at this time and then move on to the Week 3 Reflection Questions, below.



WEEK 3 REFLECTION QUESTIONS

Each week you will be asked to reflect on the information presented in the online modules. Please enter your responses in the space provided.

1

Week 3 first focused on your own “personal style.” How do you feel about this being a topic in an “advocacy” workshop? If you had to talk to a co-worker or someone on your library team about their personal style, how would you start that conversation?

2

The module focused on your “community influence.” How do you know when someone is “influential”? What are some characteristics of an “influential leader”?

3

What is “leadership” to you? In your opinion, based upon the module and what you know, what would consider to be the “top three attributes” of an effective leader?

4

In the “Valley Town Public Library” Case Study, a lot of communication challenges occurred. Think of a time when something like this happened to you – at the library or in another group with which you were apart. What happened? How was the situation resolved, or could have been resolved?

WEEK 3 CHECK LIST

Use the checklist below to be sure you've completed all assignments for Week 3 and to begin preparing for Week 4: "Building Relationships."

- ☐ Review the **two online modules**: "It's All About You" and "Follow Me"
- ☐ Complete the "**Reflection Questions**" for Week 3.
- ☐ Complete the **Advocacy Work Plan** sections listed in this Participant Notebook for Week 3 (Sections 6 & 7). Submit your *Advocacy Work Plan* to your Online Facilitator via email by the date they specify.
- ☐ Participate in your weekly Online Virtual Classroom Session
- ☐ Complete the brief "**Goldilocks Questions**" for Week 3, accessible via the TtP2.0 Homepage.
- ☐ If desired, participate in the **Threaded Discussion Questions**, accessible via the TtP2.0 Homepage, or post any questions, comments or concerns you may have to the Discussion Board for your fellow cohort-mates to review and answer.
- ☐ Share what you've learned this week with others in your library!
- ☐ Note, while not your assignment for Week 3, next week (Week 4) we will be reviewing one online module: "**Building Relationships**." If you want you can get a "jump" on this work and begin to review these modules at your own pace.

REMEMBER:

Advocacy is something we should be doing **every day** on behalf of our libraries ... inside its walls and out!

end!





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